

<b>Grade, Course: 9-12, Drawing III</b>	
<b>Strand 1: Abstraction</b>	
<p><b>National Content Area Standards:</b>          VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on existing student’s artwork          VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.          VA:Re7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.          VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p> <p><u>PA Core Standards:</u>          CC.3.5.11-12.C-Follow a complex multistep procedure          CC.3.5.11-12.D-Determine the meaning of symbols, key terms &amp; other domain-specific words/phrases          CC.3.6.11-12.B-Write informative/explanatory texts          CC.3.6.11-12.H-Draw evidence from informational texts</p>	<p><b>PA Content Area Standards:</b>  <b>9.1 Production, Performance and Exhibition</b>          a. Elements and Principles to create works of art          b. Produce, review, and revise in each art form          c. Vocabulary in each art form          d. Combination of styles in production or exhibition          e. Unifying theme in media processes and techniques          f. Production, performance or exhibition based on experiences or historical &amp; cultural events          g. Practice in each art form          h. Safety in each art form          j. Using traditional and contemporary technologies in the arts          k. Understanding effects of technologies in various arts</p> <p><b>9.3 Critical Response</b>          a. Critical processes          b. Apply criteria          c. Classify to interpret and respond</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is an abstract artwork?</li> <li>• Why is it important to try different art materials?</li> <li>• How do artists use knowledge of materials to guide the creation of their artwork?</li> <li>• How can you read cause and effect in an image?</li> </ul>	<p><b>Understandings: Students will understand...</b></p> <ul style="list-style-type: none"> <li>• the development and use of drawing processes and methods</li> <li>• artists make educated decisions about what material they will use based on the finished product that they want.</li> <li>• knowledge of materials is an essential for an artist.</li> <li>• images can convey meaning and tell a story</li> </ul>

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Related Arts - Visual - High School Art - Drawing III

**Knowledge: Students will know...**

- different materials create different effects.
- materials change the message of an artwork
- Movement can be created in a stationary image
- ways to create abstraction in an artwork

**Skills: Students will be able to...**

- Analyze, integrate, and apply drawing as a contributing part of idea development and as an integral part of image making
- select techniques to develop a personal approach to image making

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<b>Strand 2: Symbolism</b>	
<p><b><u>National Content Area Standards:</u></b>          VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.          VA:Re7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.          VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.          VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.          VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p> <p><b><u>PA Core Standards:</u></b>          CC.3.6.11-12.A-Write arguments focused on discipline-specific content.          CC.3.6.11-12.C-Produce clear and coherent writing          CC.3.6.11-12.F-Conduct research projects to solve a problem</p>	<p><b><u>PA Content Area Standards:</u></b>  <b>9.1 Production, Performance and Exhibition</b>          a. Elements and Principles to create works of art          b. Produce, review, and revise in each art form          c. Vocabulary in each art form          d. Combination of styles in production or exhibition          e. Unifying theme in media processes and techniques          f. Production, performance or exhibition based on experiences or historical &amp; cultural events          g. Practice in each art form          j. Using traditional and contemporary technologies in the arts          k. Understanding effects of technologies in various arts</p> <p><b>9.3 Critical Response</b>          b. Apply criteria          c. Classify to interpret and respond          d. Vocabulary for criticism          f. Compare original &amp; contemporary meaning          g. Analyze based on critical judgments</p> <p><b>9.4 Aesthetic Responses</b>          b. Aesthetic interpretation          d. Artistic choices</p>
<p><b><u>Essential Questions:</u></b></p> <ul style="list-style-type: none"> <li>● What role does art play in storytelling?</li> <li>● How is a story different if there are only pictures and no words?</li> <li>● How does art communicate at deeper levels than representation?</li> <li>● How do artists address sensitive subject matter?</li> <li>●</li> </ul>	<p><b><u>Understandings: Students will understand...</u></b></p> <ul style="list-style-type: none"> <li>● storytelling from around the world has differences and similarities</li> <li>● artists use stories to influence their artwork</li> <li>● art is used to tell stories</li> <li>● implications of the use of sensitive subject matter.</li> </ul>

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**Knowledge: Students will know...**

- Storytelling is different in different cultures
- There are certain themes that happen in all stories regardless of where they originate
- Storytelling has changed throughout history
- Current events affect storytelling
- Technology affects storytelling

**Skills: Students will be able to...**

- Analyze and interpret artwork for relationships among form, content, purposes, and critical models
- Explore connections and universal themes across time and culture in the visual arts.
- Create and discuss artwork that reflects an understanding of various artistic styles and movements
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<b>Strand 3: Process</b>	
<p><b>National Content Area Standards:</b>          VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.          VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work.          VA:Re7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.          VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p><b>PA Core Standards:</b>          CC.3.5.11-12.D-Determine the meaning of symbols, key terms &amp; other domain-specific words/phrases          CC.3.5.11-12.G-Integrate and evaluate multiple sources of information          CC.3.5.11-12.I-Synthesize information from a range of sources into a coherent understanding          CC.3.6.11-12.A-Write arguments focused on discipline-specific content.          CC.3.6.11-12.C-Produce clear and coherent writing          CC.3.6.11-12.H-Draw evidence from informational texts</p>	<p><b>PA Content Area Standards:</b>  <b>9.1 Production, Performance and Exhibition</b>          a. Elements and Principles to create works of art          b. Produce, review, and revise in each art form          c. Vocabulary in each art form          e. Unifying theme in media processes and techniques          f. Production, performance or exhibition based on experiences or historical &amp; cultural events          g. Practice in each art form          j. Using traditional and contemporary technologies in the arts          k. Understanding effects of technologies in various arts</p> <p><b>9.3 Critical Response</b>          a. Critical processes          b. Apply criteria          c. Classify to interpret and respond          d. Vocabulary for criticism          g. Analyze based on critical judgments</p> <p><b>9.4 Aesthetic Responses</b>          b. Aesthetic interpretation          c. Environmental influences          d. Artistic choices</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What causes change?</li> <li>• How can change influence artwork during the artmaking process?</li> <li>• How can change influence artwork after the artwork has been created?</li> <li>• How can change affect how a person views an artwork?</li> <li>• How can artwork be evaluated?</li> </ul>	<p><b>Understandings: Students will understand ...</b></p> <ul style="list-style-type: none"> <li>• ideas and theories used to explain how the viewer responds to works of art.</li> <li>• change can happen many different ways</li> <li>• change in an artist's life will affect the way they create and what they create</li> <li>• critically viewing artwork is a source of inspiration and insight into one's own work</li> <li>• time can change an artwork's meaning and how it looks</li> <li>• ethical issues related to the visual arts</li> <li>• One culture may influence another culture</li> </ul>

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**Knowledge: Students will know...**

- Change can happen in relationships, time, seasons
- Artists have this think about how their artwork is going to be displayed and how that will change their material choice
- Methods to interpret and evaluate artworks based on established criteria and personal opinion
- People can project their own feelings onto a work of art
- ethical practices when producing works of art (copywrite/cooption)

**Skills: Students will be able to...**

- analyze ethical issues in the arts and discuss how those issues may relate to student work.
- Practice ethical procedures when producing works of art
- interpret and evaluate artworks based on established criteria and personal opinion
- Analyze the aesthetic changes that result from the influence of one culture on another

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<b>Strand 4: Identity</b>	
<p><b>National Content Area Standards:</b>          VA:Cr2.3.IIa Redesign an object, system, place, or design in response to contemporary issues.          VA:Pr6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history.          VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.          VA:Cn11.1.IIa Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p> <p><b>PA Core Standards:</b>          CC.3.5.11-12.C-Follow a complex multistep procedure          CC.3.5.11-12.I-Synthesize information from a range of sources into a coherent understanding          CC.3.6.11-12.B-Write informative/explanatory texts          CC.3.6.11-12.C-Produce clear and coherent writing          CC.3.6.11-12.H-Draw evidence from informational texts</p>	<p><b>PA Content Area Standards:</b>  <b>9.1 Production, Performance and Exhibition</b>          a. Elements and Principles to create works of art          b. Produce, review, and revise in each art form          c. Vocabulary in each art form          d. Combination of styles in production or exhibition          f. Production, performance or exhibition based on experiences or historical &amp; cultural events          g. Practice in each art form          j. Using traditional and contemporary technologies in the arts          k. Understanding effects of technologies in various arts  <b>9.2 Historical and Cultural Context</b>          a. Context of works in the arts          c. Styles and genre in the arts          d. Historical and cultural perspectives of a work of art          k. Traditions in the arts.          l. Themes, forms and techniques in works in the arts  <b>9.3 Critical Response</b>          a. Critical processes          b. Apply criteria          c. Classify to interpret and respond          d. Vocabulary for criticism          f. Compare original &amp; contemporary meaning          g. Analyze based on critical judgments</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can art have different purposes?</li> <li>• How can an artist's purpose be different than a viewer's purpose?</li> <li>• How can purpose change an artist's plan for their artwork?</li> </ul>	<p><b>Understandings: Students will understand...</b></p> <ul style="list-style-type: none"> <li>• art is created for for different reasons</li> <li>• a viewer doesn't always understand an artist's purpose</li> <li>• the purpose of an artwork can influence an artist's choices</li> <li>• how the visual arts affect one's own culture</li> </ul>

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**Knowledge: Students will know...**

- How artists use restrictions to guide their ideas
- Art is created to entertain, educate, create awareness, show prestige
- Artist can have a lot or a little control over how their artwork is displayed
- How artwork is displayed can change the viewer's perception
- Viewers get to make their own opinions about artwork
- Artists don't always have control over what they create

**Skills: Students will be able to...**

- Combine research on new materials, observations, idea development, and visual problem solving in the sketchbook-journal
- Assemble portfolios that demonstrate the ability to select work objectively based on technical quality, personal style, direction, and the intended purpose.